

Reviewer

CP#

8117

Please enter your Legal Entity number:

LE

0565

Please enter your School Code

SC

1451

Are all profile components present?

☒ Yes

☐ No

Academic Performance - Are all components present? If not, please explain. Title I will review all purposes of all correlates.

☐ Yes

☒ No

What academic performance components are missing? Title I will review all purposes of all correlates.

School did not complete.

Efficiency - Are all components present?

☐ Yes

☒ No

What efficiency components are missing?

School did not complete.

Learning Environment - Are all components present?

☐ Yes

☒ No

What learning environment components are missing?

School did not complete.

Mathematics - Are all components present?

- ☒ Yes
- ☐ No

Mathematics - Goals:

- ☐ Goal(s) address specific math standard(s): Number Sense and Operation, Data Analysis, Geometric Reasoning, Algebraic and Functional Reasoning.
- ☒ Goals are data driven.
- ☐ Goal(s) is too general (doesn't include number of students or to what level of improvement).
- ☐ Mathematic goal lacks specificity, what grade levels are targeted
- ☐ Mathematics goal is not measurable as stated

Mathematics - Measurable Objectives:

- ☐ Measurable objective clearly articulates the relationship to school/district goals.
- ☒ Measurable objective contains necessary components for all levels of system (students, teachers, leaders).
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ Multiple tools are listed to gather data for measurable objectives.

Mathematics - Identified Strategies:

- ☐ Strategies are clear and focused.
- ☐ Rational is given for choice of strategies.
- ☐ Specific and research-based strategies stated.
- ☒ Strategies are measurable.
- ☐ Method, materials, and timeframe for implementing strategies are indicated.
- ☐ Strategies are based on realistic expectations.
- ☐ Mathematics identified strategies are unclear and/or lacks specificity.
- ☐ Mathematics identified strategies do not support stated goal.

Mathematics - Professional Development:

- ☐ Ongoing and sustainable professional development is evident.
- ☐ Needs assessment drives professional development.
- ☐ Follow-up plan is included for continued professional development throughout the year.
- ☒ Topics or content of professional development matches goal and strategies.
- ☐ Commitment to plan and its components is evident.
- ☐ The implementation of new resources (math program, curriculum, and/or textbook/materials) is supported by professional development for the impacted staff throughout the year.
- ☐ Evaluation of the student data is used to assess the impact of professional development.
- ☐ Mathematics professional development goal is unclear and/or lacks specificity.
- ☐ Mathematics professional development goal does not support stated goal.

Mathematics - Resources:

- ☒ Resources provide realistic attainment of goal through strategies and professional development.
- ☐ The 2009 Mathematics Content Standards are included.
- ☐ Involve the entire staff as your school/district implements the yearly action plan.
- ☐ Evaluation of the student data is used to assess the impact of current resources used.

Reading - Are all components present?

- ☒ Yes
- ☐ No

Reading - Goals:

- ☒ Reading goal based on CRT data.
- ☐ Reading goal is unrealistic for a school year.
- ☐ Reading goal lacks specificity, what grade levels are targeted?
- ☐ Reading goal is not measurable as stated.

Reading - Measurable Objectives:

- ☐ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☒ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.

Reading - Identified Strategies:

- ☐ Identified strategies are focused on standards based instruction and resources.
- ☐ Identified strategies to reach reading goal are focused and clear.
- ☐ Identified strategies to reach reading goal are not based on data.
- ☐ Identified strategies are generalized.
- ☐ Identified strategies (or Professional development) to reach reading goal lack specific connection to student achievement in reading.
- ☒ Identified strategies support reading goal.
- ☐ Consider multiple sources of measurement to collect reading achievement data.

Reading - Professional Development:

- ☐ Professional development goal needs to be more specific: what, when, and who.
- ☐ Professional development goal is missing.
- ☐ Consider professional development that is directly correlated to yearly goal.
- ☒ It would be advantageous to report data on impact of professional development and the number of teachers that have participated or will participate in professional development.
- ☐ Consider evaluating the student data to assess the impact of professional development.

Curriculum Development - Are all components present?

- ☒ Yes
- ☐ No

Curriculum Development: (District)

- ☒ Curriculum development goal is measurable.
- ☐ Curriculum development goal is not measurable.
- ☐ Curriculum development goal based on consortium revision cycle.
- ☐ Measurable objective not included in the report.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☐ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ The communication arts standards were revised in 2010, consider that in curriculum review.

Other #1 - Are all components present?

- ☒ Yes
- ☐ No

Other - #1:

- ☐ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☒ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ Identified strategies are focused on standards based instruction and resources.
- ☐ Identified strategies to reach goal are focused and clear.
- ☐ Identified strategies to reach goal are not based on data.
- ☐ Identified strategies are generalized.

Other #2 - Are all components present?

- ☐ Yes
- ☒ No

What other components are missing?

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General Feedback:

School did not complete part of the plan and must do so.

Do you want to complete the additional Title I questions?

- ☒ Yes
- ☐ No

Is this school a Schoolwide Title I school?

- ☐ Yes
- ☒ No

Is this school identified for improvement?

- ☒ Yes
- ☐ No

School Identified for Improvement - A.Instructional Program:

- ☐ Satisfactory answer
- ☒ Insufficient answer/ Respond to question
- ☐ Response does not address the question
- ☐ Answer is too general /Please be more specific or expand upon your answer
- ☐ Improvement Supplement is missing

School Identified for Improvement - B.High Quality Staff and Professional Development:

- ☐ Satisfactory answer
- ☒ Insufficient answer/ Respond to question
- ☐ Response does not address the question
- ☐ Answer is too general /Please be more specific or expand upon your answer
- ☐ Improvement Supplement is missing

School Identified for Improvement - C.Parent and Family Involvement:

- ☐ Satisfactory answer
- ☒ Insufficient answer/ Respond to question
- ☐ Response does not address the question
- ☐ Answer is too general /Please be more specific or expand upon your answer
- ☐ Improvement Supplement is missing

School Identified for Improvement - D.Coordination and Technical Support:

- ☐ Satisfactory answer
- ☒ Insufficient answer/ Respond to question
- ☐ Response does not address the question
- ☐ Answer is too general /Please be more specific or expand upon your answer
- ☐ Improvement Supplement is missing

Is the school identified for corrective action?

- ☐ Yes
- ☒ No

Is the school identified for restructuring?

- ☐ Yes
- ☒ No

Title I General Feedback:

School did not do improvement plans and must do so.